South Carolina Department of Education

Request for Proposals (RFP)

Enhancing Education Through Technology

Competitive Grants
For
Enhancing Student Technology Proficiency Initiative
Student Technology and Education Proficiency (STEP)

Application Package

South Carolina Department of Education

Together, we can

Deadline for Receipt of Applications:
March 30, 2007

Dr. Jim Rex
State Superintendent of Education

Contact Information:

Dee Appleby

Office of Technology

South Carolina Department of Education

1429 Senate Street, Room 401B

Columbia, South Carolina 29201

dappleby@ed.sc.gov

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<center>PART I: GENERAL INFORMATION</center>

A. Introduction/Background

The Enhancing Education Through Technology (EETT) Program was established as a part of the federal No Child Left Behind, Public Law, 107-110, Title II. Part D, Section 2401. Under this program, the South Carolina Department of Education will award federally funded grants to eligible local school districts and school district consortiums. Governed by the guidelines from the federal No Child Left Behind Act, the purpose of this competitive grant is to improve student academic achievement through the effective integration of technology. Three goals were cited in the guidelines accompanying the documentation of Title II, Part D, and Section 2401 of this Law. They were to:

1. Improve student achievement through the use of technology;
2. Assist every student to become technologically literate by the end of the eighth grade; and
3. Encourage the effective integration of technology.

The guidelines for this legislation also specified that a minimum of twenty five percent of the budgets of grant recipients must be expended on training (staff development) teachers to effectively use technology to enhance learning.

The previous grants (called the technology coach initiative) under this federal legislation in South Carolina were awarded to ten eligible school districts and consortiums of school districts under the provisions of Title II, Part D, and Section 2401 and lasted for a period of three years beginning in 2003. The primary focus of these grants was to train teachers in the use of technology to enhance learning under the leadership of one or more technology/ educational specialists called coaches. One or more technology coaches were located in each of the districts or consortiums. Each coach was assigned up to twelve teachers with the charge of assisting their teachers in achieving a high level of technology proficiency. The Initiative was a resounding success with all 700 teachers within the 10 Initiatives advancing to higher technology proficiency levels. By so doing, goal number three, encouraging the effective integration of technology, was labeled a success within the participating districts and consortiums. A secondary goal of this grant initiative was to purchase the necessary equipment and electronic networks so the teachers, students and community could benefit from the integration of technology into the learning environment. The proposal presented here takes the next step setting in place grants to eligible schools to insure that students are technology proficient by the time they graduate from the eighth grade.

B. Grant Title, Focus and Description

Student Technology and Educational Proficiency (STEP) Guidelines

The 2007 Competitive Enhancing Education Through Technology (EETT) grant is intended to focus on three goals. These goals are:
1. to assist every student to become technologically literate by the end of the eighth grade;
2. to encourage the effective integration of technology, and to
3. improve student academic achievement through the use of technology.

This new competitive grant initiative presented in this Request for Proposals is entitled *Student Technology and Educational Proficiency* (STEP) and utilizes the same technology coach tactic that was so successful during the first three year grant cycle to facilitate this Initiative.

Laptops for Students, Teachers and Technology Coaches: A major strategy designed to facilitate the goals of this Initiative will be to make laptop computers available to all students being taught by the teachers under the supervision of the technology coaches. These, at the least, will be for daily use and will be available to students in grades six through eight the first year of the project. If federal funding is authorized for South Carolina under this statutory provision for the two additional years, laptop

computers will be made available to the students in the sixth grade each year of the last two years of this grant initiative. Those distributed to students in grades six and seven the first year will travel with the students as they advance in grade level. Those available to grade eight students will be moved to the sixth grade level at the end of each year. It is the plan for the laptops to travel with the student and if a school elects not to distribute the laptops for permanent use, they are to be made available for check out. Laptops will also be made available to the technology coach and to their assigned teachers.

This laptop distribution program will provide several benefits related to the student technology literacy and academic achievement, and will also encourage the effective integration of technology initiatives. It will provide the equipment over an extended length of time to students, which will be one ingredient necessary for them to become technology proficient. It will also provide the opportunity, through proper technology proficiency assessment, to measure advances they make in progressing to the 8th grade technology proficiency level. Another benefit will be the ability to correlate the use of student technology use with state achievement test scores in a curricular area left to the discretion of each school. Another significant benefit will be that parents will have access to a computer via the student checkout program to establish an online communication with the school.

Teacher and Qualifications: Success of a laptop checkout program to students is entirely dependent on the skill level of teachers who must use them effectively to enhance learning. It is through this process that student technology literacy is achieved and also more effective learning takes place in all the subject areas. Consequently, schools applying for this grant must select teachers that are or will become technology proficient before the laptops are used in the classroom. The definition of technology proficient is considered to be having achieved a level III classification on the ePortfolio assessment system. This level provides assurance that the teacher understands the direct application of technology to learning and will be able to apply it.

Technology Coach: Each teacher's technology coach will be responsible for assessing the proficiency level of their teachers with tools provided in the ePortfolio System. They also have the duty for those teachers not at Level III to design the staff development plans and provide the necessary training that leads the teacher to the Level III technology proficiency classification. A technology coach hired by a district in this grant program must be a certificated teacher and have a high level of technology expertise as it relates to teaching and learning. At a minimum, their technology proficiency must be at level IV as measured on the ePortfolio Teacher Technology Proficiency Assessment System. A list of the qualifications for the technology coach is to be provided as an attachment to this RFP. Also provided as an attachment to the RFP is a listing of the job description for the technology coach.

Virtual Education: The South Carolina Department of Education is currently involved in providing, facilitating and quality monitoring virtual high school courses available to South Carolina students. Part of the assigned responsibility of the technology coach is to assist the grant recipient schools in training and preparing the school to use and contribute to this program. This duty is also included in the job description of the technology coach attached to the RFP.

Electronic Software, Equipment and Network: It is imperative that participating grants recipients have in place the capability and capacity for the laptops to be used online both for the students and also among the school and the parents. This includes the electronic network and support to accommodate the demands made on it by the use of the laptops in this program. This will also include the technical support of the laptops. It is the intent that this grant initiative will provide the resources to the districts or consortiums to accommodate this need.

Evaluation and Accountability: A proficiency assessment will be provided for the teachers as part of the statewide roll out of the ePortfolio System. If the grant applicant is not currently enrolled to participate in this roll out, they are strongly encouraged to do so. It is provided at no cost to school districts and will provide a necessary part of the assessment for the success of this grant Technology Coach Grant Initiative. Measurement of the gains in student technology proficiency will be measured with an electronic portfolio system provided to the grant recipients. Correlation of the state assessment

scores with the technology proficiency of the students will be conducted via contract with a private company by the State of South Carolina at no cost to the grant recipients. All records from the district or consortium will have to be made available to the contracted evaluator. It will not be necessary for applicants to include this cost in their proposals.

Security and Supervision: Policies for the use of the laptop by students in and outside of the school must be presented as part of the grant application. This should include assurance forms signed by parents and students related to their use of the equipment. The school district will also present, as part of the grant application, policies related to the student's and parents care of the checkout equipment. Laptops must have software installed to protect student from accessing inappropriate sites.

C. Definitions of Terms Used

Laptop Computers- Specifications for laptops that will meet the needs of South Carolina students and teachers will be developed in cooperation with representatives of each of the grant recipients. The specifications will be created, in part, from the expressed needs of the teachers in the grant recipient districts and consortiums. It is the plan to establish a set of specifications that will provide the educational needs and at the same time be reasonable in cost. Once the specifications are in place and if feasible, a decision will be made as to the acquisition of the laptop computers via a state contract in hopes that a volume discount can be the benefit of this approach. If the SDE decides to bid a state contract, districts must purchase off of that contract.

E-Portfolio Assessment- The Web-based technology proficiency assessment system that is available statewide to all school districts which assesses the technology proficiency of their teachers and students. This system can and will be used by schools to comply with the Proviso 1.25 requirement. These technology assessments are based on the International Society for Technology in Education technology standards for teachers and students. For a teacher to be designated technology proficient within this system they must achieve Level III status. It will be goal that all students achieve a Level III proficiency in the statewide proficiency assessment system as a result of the activities of this grant initiative.

D. Eligible Applicants

Districts eligible to apply for the 2007–08 EETT grants are determined by their poverty percentage as determined by the 2003 census. Districts that qualify in South Carolina must have a poverty percentage of 20.24 or higher. A total of 44 districts are eligible to apply for this grant and they are listed in Appendix B of this RFP. Forty-one South Carolina school districts are also eligible to apply in a partnership or consortium capacity if they use an eligible district as the fiscal agent. It is highly recommended that only one eligible school district be included in a consortium or partnership application. A list of the eligible partner districts is also included in Appendix C of this RFP.

Partnerships. Other eligible partners may also include educational service agencies, libraries and:
o An institution of higher education in full compliance with the reporting requirements of the Higher Education Act of 1965;
o A for-profit business or organization that develops, designs, manufactures, or produces technology products or services or has substantial expertise in the application of educational technology in instruction and;
o A public or private nonprofit organization with demonstrated expertise in the application of educational technology in instruction.

Only private schools with 20.24 percent or more students in poverty are eligible to participate in grant activities and only the students in poverty at those schools may be served. Districts only need to target their specific audience when contacting private schools. For example, for middle school students, you would not need to contact the elementary level. We need for every applicant to send a letter or convene a meeting with private schools to inform them of this process. The SDE must have signatures indicating

private schools were contacted. A certified mail receipt will suffice if a signature cannot be obtained. You have the right to ask the schools to perform surveys of income levels to determine the number of students in poverty if you feel this is necessary.

E. Estimated Available Funds

An estimated $1,735,438.20 is available for grant distribution under the 2007 competitive EETT grants.

F. Estimated Number, Range, and Average Size of Awards

Based on the total available funds for this grant project ($1,735.438.20) approximately 9 grants will be awarded for the first year. The maximum amount of each award is $200,000. This amount should allow for the cost of technology coach(s) with fringe benefits. It also includes money for the purchase of the laptops for students, teachers and technology coaches. Critical to the success of this program is an adequate allowance of money for the purchase of network, technical support, other system equipment and most important, staff development or training costs.
Districts including eligible and partner districts can combine their formula funds with their competitive funds in the competitive application. However, this is not a requirement.

G. Grant Funding Period

June 1, 2007 through May 31, 2008

H. Statutory Requirements

The federal statute authorizing this grant is No Child Left Behind, Public Law, 107-110, Title II, Part D, Section 2401. It established the provisions for the Enhancing Education Through Technology (EETT) Program and allows for grant money to be used for the purposes stated in this Request for Proposals. It also stipulates that:

1. Funds provided will assist school districts with the highest levels of student poverty and the greatest need for technology. In South Carolina qualifying districts must have at least a 20.24 poverty percentage to be eligible.
2. Non-public (private) schools must formally be invited to participate in the grant program in partnership with the qualifying public school. A form is provided in the application section designating that an invitation occurred, and must be signed by the authorized public school official.
3. Each sub grant application must contain an appropriate GEPA statement. This is included in the application package.
4. No less then 25 percent of the grant funds received by the schools must be spent on staff development or training.

I. Authorized Activities

The EETT statute provides for all the activities stipulated in this RFP. This includes the acquisition of equipment, materials, personnel, and training or staff development related to the goals and intent of this RFP.

J. Unauthorized Activities

The EETT funds:
- May not be used for repairs, minor remodeling or construction of private school facilities.
- The control of funds and the title to any equipment bought with these funds must remain with a public agency.
- Services must be provided by employees of a public agency, through a contract with a person or organization that is under the control and supervision of the public agency and independent of any private school or religious organization.
- Must be used to meet the special education needs of participating children who attend private school and their teachers and other educational personnel.

K. Supplement, Not Supplant

Funds from this program must be used to supplement, not supplant, the level of services currently available for public and participating private school students and educational personnel.

L. Technical Assistance Sessions for Applicants

A technical assistance session will be held February 28, 2007, for voluntary participation of representatives from the eligible school districts and partner school districts (see Appendix C for an eligible and partner school districts). The session will be held electronically by using Web conferencing software, Elluminate, from 9:00 -11:30 AM on February 28, 2007 Eligible applicant districts will be notified of how to access the electronic information session as soon as it is scheduled .

M. Required Reporting

Dates for the RFP reporting responses are listed along with the description of the specific reports and in the grant timeline. Formal accountability reporting requirements are incorporated into the grant application forms and process. The following reports, if required, are to be submitted according to the timeline designated.

PRE-GRANT IMPLEMENTATION- REQUIRED

It will be assumed that the Object goals, strategies, indicators, benchmarks, outcomes and evaluation (sample found Part III: Required SDE Forms) submitted in your request for proposal package will be the primary guidance document for your proposal. The following provisions must be incorporated into this part of the application form:

1. Summarize the purpose, goals and intended outcomes of the Ed Tech project as it relates to your needs assessment. Include references to all supporting baseline data as outlined in your proposal. Please attach all required raw data such as test scores, survey percentages, work samples, etc. to your report. Reference to the project narrative and evaluation portions of your proposal will be helpful in responding to this question.
2. Explain who will be affected by your project and how these individuals will benefit from program implementation.
3. Describe how your program will positively impact factors such as increased student achievement and teacher proficiency in accordance with Ed Tech legislation.
4. Describe any factors or circumstances (positive and/or negative) within your environment that you foresee might affect progress toward achieving project goals in general or as they relate to specific activities.

If any of these provisions have been amended in the time period between the grant application being completed and the beginning of the grant project, each successful applicant must provide a description of any amendments to the State Department officials. If there are amendments to this initial RFP form, this report is due no later than the date you submit your first quarterly status and expenditure report.

Throughout Grant Implementation- Required

Progress/status reports are required to be submitted to the South Carolina Department of Education officials at the end of each quarter of the first three quarters throughout the one year grant cycle. This progress/ status report shall include a record of accumulated receipts and expenditures aligned with the categories of the proposed and approved project budget and time line. The progress/ status report will also include a progress report on achieving the stipulated goals, objectives, activities and benchmarks as aligned with the budget expenditures and receipts as submitted with the initial grant proposal. Sample forms for submitting the progress/ status reports are found in Part III: Required SDE Forms of this document. The Quarterly Status and Financial reports due dates are: September 1, 2007; December 1, 2007; and March 1, 2008.

Any amendments to the grant provisions and/ or budget must be formally requested of State Department officials and reported by the applicant. All amendments that alter how the money is being spent must be approved. Also, those provisions that have been amended that are in direct conflict or opposition to the requirements that caused the applicant to be eligible for the grant must not go unreported or approved by State Department Officials.

An organized presentation of grant progress to the grant visitation team may be required at some point during project implementation. You will be notified at least two weeks in advance of a visit. This may include tours of participating schools, interviews of program participants, and the compilation of data to support grant implementation.

Throughout Grant Implementation - Strongly Encouraged

All grant awardees are strongly encouraged to keep video and/or pictorial progress of program implementation. This should be made readily available to the State Department of Education upon request. Interim reporting of any significant accomplishments that occurred throughout the year is highly recommended.

Post-Grant Implementation- Required

End-of-Project Evaluation Report: The End-of-Project Evaluation Report should at a minimum address the following points:

1. Describe in detail the progress made toward reaching the goals of the project. An explanation and references should be given for all supporting data that is included in your grant report. Please attach all required raw data such as test scores, survey percentages, work samples, etc., to your report.
2. Correlate expected outcomes to original timelines, goals, outcomes, indicators and benchmarks that were attained and any that were not reached.
3. Explain who was affected by your project and in what capacity.
4. What lessons were learned from this year's activities? Discuss any changes that were made and why.
5. If the project involved collaboration with other organizations, describe how these relationships helped or hindered your progress toward addressing needs and outcomes identified.
6. Describe how your experience suggests that your intended expectations and outcomes were realistic. Explain why or why not this might be the case.
7. Describe the most challenging or surprising aspects for this project.
8. Describe any unexpected outcomes.

9. Describe what advice you would give to other organizations planning a similar program based on your experience.
10. Describe what you would do differently if you had the chance.
11. Describe your post-grant plans for this project. Describe how it will be financed.

The final evaluation report will be completed by the project evaluator and it would use as its guidance the applicant completed Project Goals, Objectives, and Outcomes Worksheet found in Appendix E of this document. The final evaluation report will be filed with the Department of Education no later than July 31, 2008.

End-of-Project Financial Report: This report must follow the Quarterly Expenditure Report Form presented in Appendix D of this document. Detail must be provided that describes each expenditure and receipt experienced throughout the grant year as it aligns with the proposal budget categories. If there were approved budget amendments during the year of the grant, these amendments and how the expenditures were adjusted to comply with the amendments must be appropriately noted.

Ed Tech projects must conclude on or before May 31, 2008. The end-of-year evaluation report is due no later than four weeks (60 days) after the conclusion of your project on July 31, 2008. Please attach copies of any public recognition awards, press releases or news articles pertinent to the project.

Funds must be encumbered by May 31, 2008.

The end-of-year financial report must be received within 60 days of the close of the project or by July 31, 2008. Your programs will conclude on May 31, 2008.

All required reports should be mailed to:

Dee Appleby
South Carolina Department of Education
1429 Senate Street, Room 401-B
Columbia, SC   29201-3799
Fax Number: 803-734-8661

N. Review and Selection Process

The grant review and selection process will begin immediately after all applications are received on March 30, 2007, and will be completed within approximately four weeks, April 15, 2007.

Readers- A total of 8 grant readers will be selected for the initial screening process. One half or four of the readers will be from out-of-state and four from in state. All of the readers will have K-12 teaching and administrative experience each with backgrounds in the application of technology to enhance learning. It is the plan that each application will be read by four readers. The outcome of the initial reading process will be to identify fifteen top applications.

Scoring - Scoring sheets will be made available to all applicants subsequent to the selection process including scorer comments. No award will be made that exceed the $200,000 total. If after the selection of nine recipients additional funds are available, the tenth highest score applicant will funded.

O. Appeals Process

Scores may not be appealed. An unfunded applicant may inquire as to whether or not the application <u>process</u> was followed:

Scores may not be appealed. An unfunded applicant may inquire as to whether or not the application <u>process</u> was followed.

An applicant who has submitted a proposal that the SDE does not fund has five calendar days after receiving notification that the proposal is not funded to request a review of the process. The request for review must be directed to the State Superintendent of Education and must state the reasons for the request. The State Superintendent will ask the appropriate deputy superintendent to investigate. After reviewing the process, the deputy superintendent will notify the applicant in writing as to whether the application process was followed. There will be no further appeal of the deputy superintendent's decision.

P. Timeline of Grant Process

Date	Activity/Action
Jan. 30, 2007	Invitations to apply sent to eligible districts
Feb. 15, 2007	Invitations to apply due to SCDOE
Feb. 26-28,2007	Technical assistance session conducted statewide
Mar.30, 2007	Deadline for receipt of application
April 15, 2007	Notice of awards sent to schools
April 30, 2007	Reviewer comment/score sheets returned to applicants
June 1, 2007	Grant program begins
Sept. 1, 2007	Quarterly status and financial reports due to SCDOE
Dec.1, 2008	Quarterly status and financial reports due to SCDOE
March 1,2008	Quarterly status and financial reports due to SCDOE
May 31, 2008	All grant funds encumbered by schools
May 31, 2008	Grant cycle completed
July 31, 2008	Final evaluation and financial reports due to SCDOE

Q. Competitive Priorities

A total of 50 bonus points will be available for each applicant to earn. Ten points will be assigned to the commitment to employ a technology coach that meets the specified job qualifications that include being a certificated teacher and having at least level four-technology proficiency. Ten points will be assigned to the commitment of the applicant to use teachers assigned to the technology coach who are certificated and have achieved a level III technology proficiency. Ten points are available for the alignment of this grant application with the local district(s) and state technology plans. Ten points are available for the quality of training program described to train teachers and students in the use of laptops to enhance learning, and ten points for the applicant's commitment to correlating this grant with the Teacher Technology Proficiency Proviso Plan.

R. Reviewer's Scoring Rubric

Reviewer's Scoring Rubric	
Proposal Narrative	**Max. Points**
Section A: Statement of Need (2 pages)	10
1. The extent to which the application establishes the magnitude and scope of the need in the community to be served and supports this need statement with compelling objective evidence. (5 points)	
2. The extent to which the application describes how the proposed services will address the needs of students and the needs of working families. (5 points)	
Section B: Goals and Objectives (2 pages)	10
1. The extent to which the project objectives are specific, measurable, and achievable, relevant, and time-specific and relate to the identified needs. Applicants MUST be certain to develop objectives that reference academic achievement, behavior, attendance, and sustainability, among other areas of concern. Objectives should represent reasonable measures of success for the proposed activities. (5 points)	
2. For each objective, the applicant should identify by position who will be responsible for collecting the corresponding data and preparing the reports; explain what types of data will be collected and how often; and explain how the information gathered will be analyzed, reported, and subsequently used to improve the overall quality of the program or activity. (5 points)	
Section C: Objectives and Evaluation (2 pages)	20
1. A clear description of the activities to be funded with this grant and how the activities are expected to improve student academic achievement. The applicant should a) describe the specific activities that will be undertaken to attain the project objectives; b) describe how the proposed academic and enrichment activities are based upon scientific research; c) discuss how the instructional and enrichment activities are designed to be innovative and engaging and have been coordinated with activities which occur during the regular school day; d) develop a proposed weekly schedule which reflects adequate duration and frequency of instructional activities. (10 points)	
2. A description of how the proposed program was developed and will be carried out in active collaboration with other organizations, including local education agencies, community-based organizations, faith-based organizations, and other public and private organizations. Although a Memorandum of Agreement for each partnering organization and/or a Letter of Support from each supporter is required, the role and responsibilities of each collaborative partner should be clearly articulated in the context of the application to ensure sufficient evidence that all partners have been substantially involved in the design of the program and will remain involved in the implementation of the program. (5 points)	

3. A clear description of the activities that will be provided to address the literacy and related education needs of the participants' families. (5 points)	
Section D: Management and Sustainability (3 pages)	20
Management. The ability of the applicant to carry out the project with regard to personnel, facilities, and materials. In addition, the experience the applicant has with providing the proposed services *or* the promise of success the applicant can demonstrate in providing these services.	
1. A description of the applicant's ability to successfully manage and coordinate the program as described in the grant proposal. The applicants should highlight success in the management of similar programs Charts, timetables, and position descriptions for key staff should be used to describe the structure of the project and the procedures for the successful management of the program. Note: Although the project director's position does not have to be full time, it is expected that the person employed will be available to commit an appropriate amount of time overseeing all aspects of the program, including the timely submission of all reports and the regular monitoring of each program site. (5 points)	
2. Local district policies on the use, security, and care of laptops and other equipment checked out and used by students, parents, and community members. Policies must include assurance forms that provides for signature of users (2 points)	
3. A detailed description of the federal, state, and local programs that will be combined or coordinated with the proposed program to make the most effective use of public resources. Enhancing Education Through Technology Formula Funds, Title I funds, Title IV funds, SC Lottery funds, county or city funds are all some of the examples that are appropriate to mention in this section. (5 points)	
4. A description of plans to provide staff, parents, and community members (including volunteers) with opportunities for training and professional development. The frequency of the training and the topics to be addressed should be identified in the description. (5 points)	
5. **Sustainability**. The appropriateness and thoroughness of the <u>sustainability plan</u> to continue the proposed program and activities after the end of the grant period. The plan is detailed and systematic and clearly demonstrates the applicant's commitment to securing resources necessary to replace those lost through the yearly reduction in funding initiated by the SDE. **Applicants may not charge weekly fees as a means of sustainability.** (4 points)	
Section E: Evaluation and Dissemination (3 pages)	30
1. Describe the Evaluation Plan in detail including Evaluation Objectives, Data Collection and Data Analysis. (15 points)	
2. Dissemination plans should the including strategies for disseminating information and the availability to the community for target information. (15 points)	
Budget Narrative and Form (3 pages)	10

The extent to which the resources are adequate for accomplishing the stated objectives and are appropriate for the proposed activities. The extent to which all costs, particularly those associated with personnel and equipment, are reasonable and appropriate given the nature and scope of the project. Applicants should ensure that the per-pupil cost is reasonable. An application with a budget of $60,000 to serve 50 students will, generally, be reviewed more favorably than an application with a budget of $150,000 to serve 50 students. An applicant assures that at least 25 percent of the total project budget is committed to staff development. (10 points)	
Competitive Priorities (Bonus Points)	50
1. The commitment to employ a technology coach that meets the specified job qualifications that include being a certificated teacher and having at least level four-technology proficiency.(10 points)	
2. The commitment of the applicant to use teachers assigned to the technology coach who are certificated and have achieved a level III technology proficiency. (10 points)	
3. The alignment of this grant application with the local district and state technology plans.(10 points)	
4. The quality of training program described to train teachersand students in the use of laptops to enhance learning. (10 points)	
5. The commitment to correlating this grant with the Teacher Technology Proficiency Proviso Plan. (10 points)	
TOTAL NUMBER OF POINTS	

Reviewer's Comments

S. Selection Criteria

Narrative Sections	Points Available
Statement of Need	10
Goals and Objectives	10
Strategies and Activities	20
Management and Sustainability	20
Evaluation and Dissemination	30
Budget	10
SUBTOTAL	100
Competitive Priorities (Bonus points available)	50
TOTAL	150

Bonus Points for Incorporating Ed. Tech. Components

To be considered for an EETT Competitive Grant, applicants must have completed all required End-of-Year Reports for technology grants awarded in previous years.

T. Deadline and Submission Procedures

1. Only complete applications will be reviewed or considered for funding.
2. Only applications that adhere to all of these guidelines and directions will be reviewed.
3. Schools are encouraged to retain their own electronic applications.
4. An original application must be submitted electronically with the signature authorization form mailed as a hard copy.
5. The original signature authorization form must contain the original signature (in blue ink) of the authorized representative (e.g., superintendent, principal, pastor, executive director, president) for the primary applicant and of the authorized representative for each collaborative partner.
6. Applications must be submitted electronically.
7. Scanned letters of support and agreements are to be attached with the electronic application.
8. Electronic applications must be <u>received</u> by 4:00 PM, the 30th day of March, 2007.

Applications should be addressed to the following email address: dappleby@ed.sc.gov. This address will reach:

<div align="center">
Dee Appleby, Office of Technology
South Carolina Department of Education
1429 Senate Street, Room 401-B
Columbia, South Carolina 29201
</div>

PART II: APPLICATION OVERVIEW, CONTENT, AND INSTRUCTIONS

Carefully adhere to font, format, page limit, and organizational requirements. Only narratives that adhere to these requirements will be considered for funding.

A. Application overview

☐ Cover Page/Signature Authorization

☐ Table of Contents (including page number for each item)

☐ Assurance and Agreement Forms

    Assurances

    Participation of Private Schools

    Agreement to participate in State Activities

    Terms and agreements

    GEPA

☐ Program Executive Summary/Press Release

☐ Proposal Narrative

- Statement of Need
- Goals and Objectives
- Activities and Strategies
- Management and Sustainability
- Evaluation and Dissemination
- Goals, Objectives and Outcomes
- Action Plan

Budget

1. Budget Form

2. Budget Narrative

3. Budget Timeline

4. Partner Identification and Funding Request

☐ Appendices (include all that are appropriate):

- Quarterly Expenditure Report Break Down

B. Application Narrative Format

Length of Narrative:	Maximum of 15 of pages plus 3 pages for budget
Required Font/Font Size:	Arial/Size 11
Margins:	1" on all sides
Page Numbers:	Insert bottom right.
Spacing:	Double-spaced. Charts can be singled spaced.

Each section must be clearly identified. Sections may not be combined. Incomplete proposals will not be considered.

C. Program Summary/Abstract

In one page, concisely describe the applicant's agency and the organization's mission, the target population to be served with this subgrant/grant, the documented need for the program as revealed by the organization's needs assessment, the goals and objectives of the program/project, and the amount of funding requested.

D. Applicant Narrative Content

<u>Statement of Need</u>
(10 points)

This section presents the case for your project. In order to make a convincing case that you need the program or project, you should conduct a needs assessment to study the problem. This section should be clear, factual, and compelling as you state the problem, who is affected, what caused the problem, what will happen if the problem is not solved, and discuss other programs that have tried to address the problem but leave gaps. How does the program that you have design address those gaps and meet the need you have identified?

<u>Goals and Objectives</u>
(10 points)

Goal and objectives are clear statements of what the applicant proposes to accomplish with this project. All goals and objectives must reflect the results of the needs assessment, mirror the purpose of the subgrant/grant/award, and address the need identified in the previous section.

<u>Goals</u> are general statements about desired changes.

<u>Objectives</u> are statements that explain one way that the applicant will know when the goal has been achieved. Objectives must be specific, measurable, achievable, relevant, and time-specific.

The chart located in Appendix E of the application packet may be used to describe the goals, objectives, and outcomes. One form must be used for each goal and objective. *This form will be accepted as part of the application and whether it will be considered part of the page count.*

<div align="center">

Strategies and Activities

(20 Points)

</div>

Activities are considered those tasks that the client does to achieve objectives. For example, in a classroom, activities are what the students do to learn.

Strategies are considered those tasks that are the catalyst to help the client achieve objectives. For example, in a classroom, strategies are what the teacher does/plans for the students to do so that they learn.

Strategies and activities must be based on scientifically based, or evidence-based, interventions; they must be related to methods/design that the applicant will pursue to help the client achieve the goal; and they are those things that the target population (client) will do that will advance their abilities.

The chart located in Appendix E of the application packet, showing target dates for activities, may be used to describe the timeline of activities. The timeline must thoroughly describe when each program activity begins and ends, how each activity relates to a particular objective, and who is responsible for overseeing the activity. *This form will be accepted as part of the application and whether or not it is part of the page count.*

<div align="center">

Management and Sustainability

(20 points)

</div>

The management section outlines the applicant's plan to manage the program including the chain of command, who will manage the program, a job description of project director; and responsibilities for each key staff member. Include resumes, vitae, or a paragraph summary for each staff member and attached at the back of the application.

The sustainability section must address what the applicant will do to ensure that the project will maintain its activities beyond the grant funding or term. If the subgrant requires partnerships, this section must state the ability of each partner to work to sustain the project beyond the term of the grant. If the subgrant requires partnerships, you may want to require a Partner Identification Form, located at the back of this RFP, and a letter of commitment from each partner. If so, where should they be placed in the application and are they counted in the total page count?

<div align="center">

Evaluation and Dissemination

(30 Points)

</div>

The evaluation section describes the plan to evaluate the program's outcomes and proves, using scientific methods, if and how well the project worked.

The dissemination section describes how the applicant will spread the word about the project so that the project will contribute to the knowledge about this field or to become a model for others to use.

E. Application Budget

<div align="center">

Budget Form

</div>

The Budget Form should be used to provide an accurate budget for each year of the project. Please make sure the totals on the budget form equal the totals in the budget narrative.

<u>Budget Narrative</u>
(10 Points)

      The Budget Narrative should be structured to parallel the Budget Form. This narrative must provide clear evidence that the expenditures are appropriate and justified to support the activities in the project. Expenditures should be reasonable and adequate to complete the project. The narrative must contain formulas used by the applicant to calculate the cost for each line item.

PART III: REQUIRED SDE FORMS

Dear Grant Applicant Administrators,

Thank you so much for you interest in applying for the Enhancing Education Through Technology Competitive Grant (E2T2). We very much look forward to distributing the 1.2 million dollars in federal money to those South Carolina high need school district that win the competition for these funds. We are optimistic that this money will greatly benefit the students in those districts selected.

At the close of the February 15 deadline for providing notice to the State Department of Education that you were going to apply for the E2T2 competitive grant we received notice from 35 high need districts that they intended to submit applications for the grant. There are 42 high need districts eligible to apply in South Carolina. Obviously the competition will be intense with 83 percent of the eligible districts applying for approximately nine grants. The good thing about this intense competition is the quality of the nine grant recipients should be outstanding.

This communication is to inform you that the final and updated application packet is now posted on the Department Web site. You can access it at:
Please use the newly posted application packet because it does contain several changes and updates. As per the grant implementation timeline, you have until through March 30, 2007, at 4:00 PM to electronically submit your application. Selection of this date allows you approximately 45 days to complete and submit your application.

Some of you may have additional questions related to what you will be writing in your application. You are more than welcome to make inquiries of Dee Appleby or Dean Bergman at the contact information provided below. We also have scheduled an electronic conferencing session for February 26 from 11:00 AM – 1:00 PM and February 28, 2007 from 9:00 AM - 11:30 AM. The 26th is a test session is set up to assist you in *setting up your computer* to be able to participate. It will be delivered through Elluminate, the state departments Web Conferencing System. You will find detailed information on how to set this up and the meeting location at the end of this letter. All information delivered through this system will be recorded so that you can go back and review at anytime after the meeting. On February 28, 2007, we will be ready to address any questions or concerns you may have pertaining to the grant application process. Feel free to forward your questions in advance so that we will be able to address all matters.

All updated information on the grant process will be posted on the SDE Web site located at:
http://www.ed.sc.gov/agency/offices/tech/edtechgrant/

We wish you all the very best in your grant writing endeavor and look forward to receiving your application and talking with you during the electronic conferencing session.

Contact Information:
Dee Appleby- dappleby@ed.sc.gov, 803-734-7169, Grant Administrator
Dean Bergman- naednamgreb@msn.com, 402-540-7377, Grant Evaluator

Invitation to Participate in Elluminate Session Instructions

This is an invitation to the E2T2 meeting. We will hold the meeting using Elluminate. To make sure your computer will function properly during the Webinar, please take the time to follow the instructions below before the Webinar begins. You will have access to the session starting at 15 minutes before the meeting begins. You will need to make sure you have speakers or headphones and a microphone. If you do not have a microphone you can purchase one from Staples for approximately $14.00.

1. You will need to download the Elluminate program, a java-based application, prior to the meeting. Elluminate allows you to participate in the conversation using a microphone and computer speakers as well as a chat box. If you do not have access to a microphone, you can use the chat box for any questions you may want to ask. You will not be able to hear the discussion if you do not have speakers attached to your computer. If this is your first time using Elluminate, please allow 15 minutes to download the software and to access our Virtual Meeting Room. You can do this prior to the day of the meeting by going to http://www.elluminate.com/jwsdetect/demos_events/jwsdetect.html and following the instructions.

2. Prior to the time of the Webinar go to the following Elluminate location: http://elm1.elluminate.com/HOSTEDSCDE and click on your meeting name.

3. Type your name in the blank field and Password - e2t2 click the Enter Now button. This will launch the installation of Elluminate on your computer.

4. At the end of the installation, you will be asked to agree to Elluminate's license agreement. Select the "I agree" radio button and then "OK." You may also be prompted for your connection speed.

When you finish these steps, you will automatically enter the Meeting Room.

Meeting Name: Dee Appleby E2T2 Meeting
Start Date and Time: 02/26/2007 09:00 EST
End Date and Time: 02/26/2007 12:00 EST
Attendees may join this meeting up until this time. The meeting will remains in session until the last person leaves.
Public Meeting
This is a public meeting and will be displayed on the public schedule page.
Attendees may join by using the following link:

Monday's Meeting link:
http://elm.elluminate.com:80/HOSTEDSCDE/join_meeting.html?meetingId=1171978455661
Wednesday's meeting link:
 http://elm.elluminate.com:80/HOSTEDSCDE/join_meeting.html?meetingId=1171978548462

You can copy and paste into your browser or you can hold down the control key and click on the link above.

For technical support call - Terri Ann Bennett, 843-522-1671

Signature Authorization Form
South Carolina Department of Education

The official signature provided below is intended to suffice as my signed authorization on the grant application entitled: _____ _____ electronically submitted to the South Carolina Department on _____.

                               Date

School District _____

Title of Official _____

Signature _____

Please mail this form to: Dee Appleby, Office of Technology, South Carolina Department of Education. 1429 Senate St., Room 401-B, Columbia, SC 29201

Assurances

As the duly authorized representative of _____, I certify that this applicant
<div align="center">(Please print or type name of applicant.)</div>

A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.

B. Will give the State Department of Education (SDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives.

   The applicant's accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.

C. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SDE for costs related to this grant.

D. Will initiate and complete work within the applicable time frame after receipt of approval by the SDE.

E. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.

F. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 et seq. and § 8-13-100 et seq. (Supp. 2005)).

G. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2005)) if the amount of this award is $50,000 or more.

_____   _____
Signature of authorized official   Date

_____   _____
Signature of authorized financial official   Date

Terms and Conditions

A. **Completeness of Proposal**. All proposals should be complete and carefully worded and must contain all of the information requested by the State Department of Education (SDE). If you do not believe a section applies to your proposal, please indicate that fact.

B. **Termination**. The SDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. After it has been awarded, the SDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SDE if the grantee fails to perform as promised in its proposal.

C. **Travel Costs**. Travel costs, if allowed under this solicitation, must comply with the state of South Carolina travel regulations.

D. **Honoraria**. Amounts paid in honoraria, if allowed under this grant, must be consistent with SDE policies. You should check with the program office before budgeting for honoraria.

E. **Obligation of Grant Funds**. Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.

F. **Use of Grant Funds**. Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.

G. **Copyright**. The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.

H. **Documentation**. The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant.

I. **Reports**. The grantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form.

Terms and Conditions

J. Audits

- Entities expending $500,000 or more in federal awards:

    Entities that expend $500,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of Office of Management and Budget (OMB) Circular No. A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The submission deadline for A-133 audits is nine months after the entity's fiscal year-end. A grantee that passes through funds to sub recipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.

- Entities expending less than $500,000 in federal awards:

    Entities that expend less than $500,000 in a fiscal year in federal awards are exempt from the audit requirements in the Single Audit Act and Circular A-133. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).

K. Records. The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of three (3) years after the termination date of the grant.

L. Reduction in Budgets and Negotiations. The SDE reserves the right to negotiate budgets with potential grantees. The SDE may, in its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the potential grantee. The grantee may at that time negotiate or withdraw its proposal. In addition, the SDE may desire to fund a project but not at the level proposed. In that case the SDE shall notify the potential grantee of the amount that can be funded, and the grantee and the SDE shall negotiate a modification in the proposal to accommodate the lower budget. All final decisions are that of the SDE.

M. Amendments to Grants. Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.

_____   _____
Signature of authorized official   Date

_____   _____
Signature of authorized financial official   Date

GEPA: Notice to All Applicants

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in Braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements
According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1890-0007.** The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4250.

General Education Provisions Act Information

All Enhancing Education Through Technology applications must include General Education Provisions Act (GEPA) information in order to receive funding under this program. This provision requires that each application for funds must include a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, federally assisted programs for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.

This section is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing projects, applicants for federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements, an applicant may use the federal funds awarded to eliminate identified barriers.

In the space below, you must identify how the proposed grant funds may alleviate barriers. Please limit your response to the area on this page. The description of steps to be taken to overcome these barriers need not be lengthy.

Ed Tech Participation of Private Schools

Please complete the following sections relating to your district commitment and involvement in support of Ed Tech Funds with private schools located within the boundaries of your district. You may submit a separate form for each private school consultation or hold a meeting of all private school officials in your area and submit one sign-in sheet attached to this form.

_____ No private schools are located within the boundaries of the school district. If you check this box, you do not need to complete the remainder of the form.

_____ Total number of private schools eligible to receive services during the grant period.

_____ Total number of private school students in your district who are ages 5-17 that falls below the poverty line. These students will be eligible to receive services or benefits during the grant period.

_____ Check here if none chose to participate.

_____ Total number of private school teachers who serve the above students estimated to participate in training during the grant period.

_____ Check here if none chose to participate.

Please check the method(s) of initial contact made by the applicant school district to the private school(s) prior to submitting the application to determine interest in participating in the program. This documentation should be kept in district files and made available to the Office of Technology upon request.

_____ Letters or facsimile documents   _____ Documented telephone call(s)

_____ Meetings   _____ E-mail

_____ Other: _____

For private schools that chose to participate, check the method(s) used to provide private school officials with an opportunity to express their views during all phases of the development and design of the program. This documentation should be kept in district files and made available to the Office of Technology upon request.

_____ Letters or facsimile documents   _____ Documented telephone call(s)

_____ Meetings   _____ E-mail

_____ Other: _____

Check each box to indicate that consultation with participating private school officials included all of the following requirements:

_____How the children needs will be identified and what services will be offered.

_____How, where and by whom the services will be provided.

_____How the services will be academically assessed and how the results of that assessment will be used to improve those services.

_____The size and scope of the equitable services to be provided to the eligible private school Children (5-17 year olds who fall below the poverty line according to the U.S. Census Bureau), and the proportion of funds that are allocated for eligible private school children.

_____The method or sources of data that are used to determine the number of children that falls below the poverty line in participating school attendance areas who attend private schools.

_____How and when the agency will make decisions about the delivery of services to such children including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third party providers.

_____How, if the agency disagrees with the view of the private school official on the provision of services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor.

Other (describe): _____

On an attached page, briefly give a description of the benefits that will be received by eligible private school students and teachers as a result of this sub grant.

School District Official

Signature_____Signature_____

Private School Official

Signature_____Signature_____

Agreement to Participate in State Activities

The district(s) of _____ agrees to participate in any grant related state sponsored workshops, academies and evaluation activities which may be scheduled.

Project Manager_____ Date _____

Superintendent Signature _____Date _____

Local Technology Plan EETT Compliant Assurance Form

District Name:
District Contact Person:
District Contact Phone:
District Contact Email:
Technology Plan URL (REQUIRED):

According to Section 2413 of the *No Child Left Behind Act,* to be eligible to receive a sub grant from a State educational agency under EETT subpart, a local educational agency or eligible local entity shall submit an application containing a new or updated local long-range strategic educational technology plan to the Office of Technology that is consistent with the objectives of the statewide educational technology plan and as described in section 2413 of the *No Child Left Behind Act.*

Reference: < http://www.ed.gov/legislation/ESEA02/pg35.html#sec2414>

As a part of the 2002 EETT program, all districts completed the EETT local Technology Plan worksheet. Revised 2003 local technology plans should be EETT compliant by addressing all questions on the previous worksheet throughout the plan.

The district (s) of _____ has addressed EETT activities and guidelines in the current local technology plan. A URL has been provided so the current plan can be accessed via the Internet.

Grant Manager Signature _____Date_____

District Superintendent Signature _____Date_____

Executive Summary and Press Release

A. Grant Summary (not to exceed one page, double-spaced, standard margins, twelve-point font). Briefly summarize the information presented in application.
B. Press Release (3-4 sentences) Provide an abstract of this proposal to be used in a press release from the Department of Education, should this application be funded.

Executive Summary:

Press Release:

Goals, Objectives, and Outcomes Worksheet

Goal _____:

Objective _____:

Directions	
1. Identify a result you expect to achieve through this program.	
2. Describe what you will do to achieve this result.	
3. What data will you collect to prove that you have achieved this result?	
4. Are there target benchmarks for progress toward achieving this result over time?	
5. Combine the information from Steps 1-4 into one sentence. (This combined statement is a performance measure)	
6. How long will it take to achieve this result?	
7. What baseline data will you need to have to measure achievement of this result?	

Action Plan Form

Objective: _____
(Each Objective requires an Action Plan Form)

Strategy	Activity	Result/Measurable Outcome	Timeline	Responsible Agency/Personnel	Budget Needed for Activity

Sample Timeline Template

Start Date–End Date	Activity to achieve Objective	Related Objective and Goal	Evidence that Proves Activity has been Completed OR Data to be Collected from Activity	Persons/Agency Responsible

Budget Reporting Form
E2T2 Student Technology and Education Proficiency 2007–08
Name of Applicant

Budget Categories	Project Year 1					Total
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

Budget Form

Object Category	Instructional Series (100)	Support Services Total (200)	Total
Personnel (Salaries) (100)			
Employee Benefits (200)			
Purchased Services (300)			
Supplies and Materials(400)			
Capital Outlay (500)			
(600) Other			
Total			

Sub Grant Budget Codes

Fill in the appropriate budget information. Please provide concise budget explanations for budget items. It is not required that you use all budget categories.
In preparing the budget proposal, it will be necessary to clearly itemize the amounts requested in each budget category. Justification for each requested budget item and/or category must be clearly justified within the project proposal.

A.   Account Code 100: Salaries
Salaries for substitute teachers to support this sub-grant by providing time for teacher training may be included in this sub-grant application. Stipends and salaries are allowable to fill the role of School Technology Leader. No other employee benefits are allowable.

B.   Account Code 200: Employee Benefits
Employee benefits for substitute teachers used to provide time for teacher training may be included in this application. Examples include FICA, insurance, etc. No other employee benefits are allowable.

C.   Account Code 300: Purchased Services
Itemize expenses such as travel, telephone, registration fees, and contractual services. Expenses associated with attending conferences must be justified in the project. This item includes those services, which must be performed by consultants with specialized knowledge, skills, or abilities. These consultant services may include travel, meals, lodging, honoraria/consultant fees, materials, and related expenses associated with them.

D.   Account Code 400: Supplies and Materials
Expenditures in this category might include software, books, binders, printing costs, paper, manuals, training supplies, etc
.
E.   Account Code 500: Capital Outlay
List and itemize the cost of each piece of equipment. Allowable costs include computer workstations, file servers, connectivity hardware, peripherals, etc. All equipment acquired under this sub-grant shall be the property of the school district and comply with technology guidelines and standards as defined in the school, district, and/or state technology plans.

Budget Summary Worksheet Example

Account Code 100:   Salaries
Type of Technology Activity: Assignment of School Technology Leader
Full time salary for school technology coach
Projected Total: $35,000.00
Explanation: The Ed Tech grant guidelines require that a School Technology

Coach. A school technology coach will be hired as a temporary grant position. The School Technology Coach will be responsible for training teachers on site, attending all required meetings, and roving from classroom to classroom to help teachers with technology integration lessons.

Type of Technology Activity: Professional development training sessions:
- Mobile laptop training
- Personal Digital Assistant training
- Ed Tech Conference Presentations
- Standards in Practice Training

(Course Instructor Fee) X Days out of class) x (Substitute Salaries) Number of Courses= $2000.00 X 10
Projected Total: $23,000.00
Explanation: Hiring of substitutes will allow teachers to attend all technology professional development activities. A train-the-trainer model will be utilized where possible for teachers to receive training at their schools. Many of the training activities will be performed in collaboration with other sources such as the Regional Technology Centers, the Math and Science Hubs, local universities, local business and professional development funds allocated by the K-12 initiative.

Account Code 200:   Employee Benefits
Type of Technology Activity:
Amount:
Explanation:

Account Code 300:   Purchased Services
Type of Technology or Activity: Evaluator Fees- Gathering of data and evaluation reports
Amount: $12,000.00
Explanation: A consultant will be hired to guide in collection of baseline data, benchmark and indicator data and to produce an end of project report for the State Department of Education.

Account Code 400:   Supplies and Materials
Type of Technology: Two classroom sets of Personal Digital Assistants - $10,000.00
                                Software - $5,000.00
Projected Total: $15,000.00

Explanation: Personal digital assistants will be used to train teachers to implement multi-dimensional project based learning activities addressing South Carolina State Standards across the curriculum.

Account Code 500:   Capital Outlay
Type of Technology: One Wireless Mobile Student Laptop Cart - ***Projected Total: $120,000.00***
Explanation: mobile laptop cart s will be used to train teachers to implement multi-dimensional project based learning activities addressing South Carolina State Standards across the curriculum. The mobility of these carts will be used to ensure equity of access for all students.

Total Grant Budget Request - $190,000.00

Budget Timeline Example

June – Aug. 2007	1.	Collect baseline data
	2.	Conduct needs assessment
	3.	Create Proposal

September 2007
1. After grant award, hire school technology leader project evaluator
2. Purchase mobile laptop carts

October 2007
1. Mobile laptop training
2. Distribute Mobile laptops to participating school
3. Technology Coach trains and works with teachers in classrooms (continuous throughout life of grant)

Nov. – Dec. 2007
1. Technology Integration Training
2. Teachers collaborate on model lesson plans to submit to SCTLC.com
3. Evaluator gathers continuous data – observations, surveys, student portfolios, etc.

January 2008
1. Standards in Practice Training
2. Teachers align model lessons and units to SC State Standards

Feb. – May 2008
1. National Teacher Training Institute
2. Technology Across the Curriculum Course
3. Marco Polo Training
4. Consultant continuously gathers data

June – August 2008
1. Consultant gathers evaluation data
2. Teacher and student surveys are given
3. Teachers meet to discuss 2004-2005 grant activities as outlined in proposal.

June 2008
1. Interim progress report is submitted to Office of Technology
2. Grant continuation request is submitted to the Office of Technology

Quarterly Expenditure Report Form

Quarterly Expenditure Report Break Down
Grant Directors are required to submit an Expenditure Report quarterly. This form must be completed and align to the Expenditure Report that is submitted to the finance department.

Once this report is completed and signed submit a copy to Dee Appleby at dappleby@ed.sc.gov or fax 803/734-8661

Budget Categories	Cost based upon Expenditure Report
Personnel (list names)	
Travel (list by type)	
Equipment (list by type)	
Supplies (list by type)	
Contractual (list by name)	
Training Stipends	
Other (list)	
Total Direct Costs	
Total Indirect Costs	
Total Costs	

Grant Director Signature:

*Travel Type --airfare, hotel, food, rental car, parking, local transportation, mileage

Appendix A: Technology Coach Qualifications and Job Description

***Qualifications*:**
1. A bachelor's degree in education and a South Carolina certificate to teach in any combination of grades.
2. Assessed as level III teacher technology proficient on the South Carolina ePortfolio Assessment System.
3. Three years successful teaching experience.
4. Experience utilizing technology as a tool for active/authentic learning.
5. Experience creating technology-rich units that integrate technology into the curriculum.
6. Skills in staff development and facilitation skills.
7. Ability to work effectively in a collaborative environment.
8. Interest in and skills in working with adults, specifically teachers and students as they incorporate technology into their teaching and learning processes.

Job Description:

The technology coach's focus is to provide customized, relevant support to classroom teachers to promote uses of technology that enhance learning and add value to instructional practices. These skills must be directly applied to assisting their teachers with the application of laptop computers to learning by the students of each teacher they oversee.

Primary Responsibilities:

Offer ongoing support to staff to facilitate in the creation of developmentally appropriate instructional activities that model authentic uses of technology integrated into curriculum;
Facilitate portfolio assessments related to technology proficiency for the teachers they oversee and for the students of the teachers they oversee. Use these assessments as a baseline to set in place developmental plans for both;
Actively participate in developing and offering a variety of training opportunities for teachers that focus on students and for the students in effectively using laptops to facilitate learning;
Provide training for parents on the use of computers and accessing the school's Web page;
Provide training to staff on the use and application of virtual on-line courses;
Attend all technology coaches/ planning and training sessions.

Appendix B: 2006 Enhancing Education Through Technology Competitive Grant Eligibility

Districts Eligible to apply for 2007–08 EETT grants based on poverty percentages (20.24 percent) and need for technology. These districts can apply as individual entities.

Allendale	Hampton 1
Bamberg 1	Hampton 2
Bamberg 2	Horry
Barnwell 19	Jasper
Barnwell 29	Laurens 56
Chester	Lee
Chesterfield	Lexington 2
Clarendon 1	Lexington 4
Clarendon 2	Marion 1
Clarendon 3	Marion 2
Colleton	Marion 7
Darlington	Marlboro
Dillon 1	McCormick
Dillon 2	Newberry
Dillon 3	Orangeburg 3
Dorchester 4	Orangeburg 4
Fairfield	Orangeburg 5
Florence 2	Richland 1
Florence 3	Spartanburg 7
Florence 4	Sumter 2
Florence 5	Sumter 17
Georgetown	Williamsburg

Appendix C: Districts Eligible to Apply Only in Partnership with an Eligible District

The districts below are not eligible to apply as individual entities. The eligible districts will be the designated fiscal agents.

Abbeville	Lancaster
Aiken	Laurens 55
Anderson 1	Lexington 1
Anderson 2	Lexington 3
Anderson 3 Lexington 5	Lexington 5
Anderson 4 Oconee	Oconee
Anderson 5	Pickens
Barnwell 45	Richland 2
Beaufort Saluda	Saluda
Berkeley	Spartanburg 1
Calhoun Spartanburg 2	Spartanburg 2
Charleston Spartanburg 3	Spartanburg 3
Cherokee Spartanburg 4	Spartanburg 4
Dorchester 2	Spartanburg 5
Edgefield	Spartanburg 6
Florence 1	Union
Greenville	York 1
Greenwood 50	York 2
Greenwood 51	York 3
Greenwood 52	York 4
Kershaw	

Appendix D: Other Attachments:

References: